

**Lamar University – M.Ed. in Educational Technology Leadership**

## Course-based Embedded Hours Internship Log

***Directions:*** In submitting your Course-based Embedded Assignment Log for each Assignment in Appendix H of the Internship Handbook, you are required to reflect on the assignments by completing a reflection in your course wiki/e-portfolio that should contain a minimum of 300 words. These logs will be used to assist you in completing your EDLD 5370 Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **EDLD 5333** | **Leadership for Accountability** | **25 Hours** |

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| Description of theAssignment/Performance Tasks(see Appendix H) | * Students create a personal vision of leadership. * Students attend a Site-Based Decision-Making (SBDM) meeting, record reflections, and interview the principal and one other staff member regarding collaboration, consensus building strategies, ethical relationships, typical agenda items, etc. * Students demonstrate leadership for accountability by researching best practices, including specific professional development to address a target area and list the strategies and rationale for using each strategy. * Students conduct a data-based needs assessment. Based on the areas of need identified, students create a campus action plan to address the needs identified including professional development plans, allocation of resources to support the plan, and any tools needed for school improvement efforts * Students conduct a data-driven, comprehensive needs assessment using the latest AYP and AEIS data, a multi-year history of this data, and a comparable improvement report. |
| **Self –Assessment** 1. **Critically reflect** (see note above; not just recitation of facts) upon the knowledge you gained from the assignment.  **(3 Points)**  2. **Critically reflect** upon the relationship between any new information you gained from the assignment with old information you previously held to be true.  **(2 Points)**  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment?  **(2 Points)  Learn as a Learner**  1. **Critically reflect** (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. **(3 Points)**  2. **Critically reflect** upon how you learn as a learner and how you assess your own performance in completing the assignment(s). **(2 Points)**  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? **(2 Points)**  **Lifelong Learning Skills** 1. **Critically reflect** (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. **(3 Points)**  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? **(2 Points)**  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? **(2 Points)  Additional Criteria** 1. Content posted to e-Portfolio wiki/blog/Google site **(1 Point)**  2. Mechanics **(1 Point)**  3. APA Format **(1 Point)**  4.Minimum of 3 References **(1 Point)**  **(max. 25 pts.)** | What is leadership in a school environment? This was the overarching question as I began this class. I learned quickly that my personal vision of leadership in education is one that I will use to set the standards of leadership that I want to achieve. I established the following as my personal vision of leadership, *I will strive to hold high expectations for the learning community to demonstrate high levels of scholarship, service, leadership, character, and citizenship, and be committed to excellence in teaching and learning with the belief that all students can learn and value that learning is a lifelong experience.*  The principal is the leader of the school. We look to the principal for guidance and support in all aspects of the learning environment. Without a personal vision, I believe the principal would struggle to communicate clear expectations to staff and students. The principal’s personal vision will help the other participants of the school vision and mission to have a starting point to develop a vision that aligns well with the leader of the school and therefore have the support needed to articulate and communicate the group vision to the public. Jones states, “The vision must be one that all members can embrace. Adoption of a vision becomes an evolutionary process. Communication and collaboration are important among all ‘stakeholders’, and the principal is continuously the promoter and chief investigator”, (Jones, 2007).  On approach we learned about was the effectivve use of a Site-Based Decsion Making Committee (SBDM). SDBM is an important step for schools in the process of planning and making changes to affect student learning. In addition, state law requires a SBDM committee to assist in the establishment and review of campus educational plans, goals, performance objectives, and major classroom instructional programs. To get better insight into the committee’s in my local district I interviewed a campus principal and a member of a SBDM committee. I learned about my local campus approach to the committee which is not that standard but does accomplish the underlying goals. According to Zepeda we are following a mandate of change. He states, “Although final responsibility for school improvement falls to the principal, building culture can never be built through the sole efforts of the principal” (p. 43). The principal does gain consensus and guidance for all campus changes but assumes ultimate responsibility for communicating and setting the expectations for any changes.  As a result of this course I have learned about the various types of data mining that is necessary to determine where changes are needed. One way to use the data and make effective changes is by using the SMART goal approach. At this point in my career as an intern I have not proposed any changes so I would like to have more practice in this area. I did research and ultimately attend a workshop on Project Based Learning. I am now able to see an effective format to apply the SMART goal approach to help staff and students plan learning opportunities that will affect student learning. The use of PBL and SMART goals represent Best Practice approaches to changing learning formats. Results of a change I propose and the use of the methods will determined by personal action.  Edutopia. (2007, October 19). *How does project-based learning work?* Retrieved June 6, 2011, from Edutopia: http://www.edutopia.org/teaching-module-pbl-how  Jones, L. (2007, December 17). *The importance of visions for schools and school improvement.* Retrieved May 23, 2011, from http://cnx.org/content/m15634/1.1/  Zepeda, S. (2004). *Instructional leadership for school improvement.* Larchmont: Eye on Education. |
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